



Job Description and Person Specification

TEACHING ASSISTANT LEVEL 3

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£23,800 (Actual)
Line Manager:	HLTA/Senior Leadership Team

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, inclusive practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We are committed to identifying and removing barriers to learning so that every pupil receives the personalised support they need to participate, progress and achieve.

We are seeking a skilled, proactive and committed Teaching Assistant Level 3 to join one of our schools. Working under the direction of teachers and senior leaders, you will take an active role in supporting pupils with SEND and SEMH needs to access learning, develop independence and participate fully in school life.

This is an opportunity for someone with strong classroom practice, effective behaviour support skills and experience of delivering targeted interventions to make a meaningful difference to pupils' educational, social and emotional outcomes.

Role Overview

The Teaching Assistant Level 3 is a key school-based practitioner who provides high-quality learning, intervention and pastoral support for pupils with SEND, SEMH and additional needs.

The postholder will take a proactive role in planning, delivering and evaluating targeted interventions and learning activities, adapting provision to meet individual needs and helping remove barriers to learning. They will contribute to personalised support plans, including EHCP targets, individual learning plans, behaviour strategies and risk assessments.

Working collaboratively with teachers and the wider school team, the Teaching Assistant Level 3 will monitor and record pupil progress, provide detailed feedback and use their knowledge and experience to promote engagement, self-regulation, independence and resilience.

Core Purpose of the Role

To provide skilled and proactive support which enables pupils with SEND and SEMH needs to access learning, develop confidence and independence, and achieve positive educational, social and emotional outcomes.

The role will combine classroom support with targeted one-to-one and small-group interventions, personalised planning, progress monitoring and effective behaviour support, while contributing to a safe, inclusive and aspirational school environment.

Key Responsibilities

Supporting Pupils

- Build positive, professional and trusting relationships with pupils to support their emotional, social and academic development.
- Contribute to the development, implementation and review of personalised plans, including behaviour plans, EHCP targets, individual learning plans and risk assessments.
- Support the management and de-escalation of challenging behaviour using trained strategies and a consistent, proactive approach.
- Plan, deliver and evaluate individual and small-group interventions to address SEMH, learning and wellbeing needs.

- Adapt learning approaches and resources to meet individual needs, remove barriers and promote active participation and independence.
- Promote pupils' self-regulation, resilience and engagement through structured support and modelling positive behaviours.
- Provide regular, detailed feedback on pupil progress to teachers and contribute to communication with parents and carers where appropriate.
- Use agreed tools and approaches, including digital resources and regulation strategies, to enhance engagement and emotional regulation.
- Support pupils inside and outside the classroom, making informed decisions to maintain safety, wellbeing and engagement.

Supporting Teaching & Learning

- Work collaboratively with teachers to plan and adapt learning activities, identifying and implementing effective strategies to meet diverse pupil needs.
- Lead aspects of classroom practice, including facilitating small-group learning and delivering structured programmes.
- Contribute to creating and maintaining a calm, purposeful and inclusive learning environment.
- Support effective transitions across the school day, particularly for pupils requiring additional structure or intervention.
- Design, adapt and prepare learning resources tailored to individual and group needs.
- Monitor, assess and record pupil progress, providing detailed feedback to inform teaching, planning and intervention outcomes.
- Accurately record incidents and relevant information using agreed school systems, identifying patterns where appropriate.
- Model and promote positive behaviour strategies and support colleagues in maintaining consistent expectations.

Supporting the School

- Safeguard and promote the welfare of all pupils in line with statutory guidance and school policies, acting on concerns appropriately.
- Actively contribute to staff meetings, professional development and training, applying learning to improve practice.
- Maintain confidentiality and uphold school policies, procedures and professional standards.
- Supervise pupils at key times, taking responsibility for ensuring a safe and structured environment.
- Accompany pupils on trips, visits and off-site activities, supporting planning and risk awareness where appropriate.
- Work collaboratively with colleagues, families and external professionals to support consistent and effective provision.
- Contribute to wider school development by sharing expertise and supporting colleagues where appropriate.
- Undertake other reasonable duties commensurate with the grade of the post as directed by the Headteacher/Senior Leadership Team.

Success Criteria

A successful Teaching Assistant will contribute to the following outcomes:

- Pupils are well supported to access learning, participate in school life and make positive educational, social and emotional progress.
- Targeted interventions are appropriately planned, delivered and evaluated in response to individual pupil needs.
- Personalised plans, EHCP targets, behaviour strategies and risk assessments are understood and implemented consistently.
- Pupil progress is accurately monitored and recorded, with clear feedback used to inform teaching and next steps.
- Pupils are supported to develop self-regulation, resilience, independence and positive behaviours for learning.
- Classroom practice is inclusive, calm and purposeful, with learning appropriately adapted to remove barriers.
- Behaviour is managed safely and consistently using proactive and effective de-escalation strategies.
- Relationships with pupils, families, colleagues and external professionals are constructive and focused on positive outcomes.

Person Specification

Criteria	Essential	Desirable
Good standard of general education, including GCSE (or equivalent) in English and Maths	✓	
Relevant Level 3 qualification (e.g. Supporting Teaching and Learning) or equivalent experience	✓	
Evidence of continued professional development relevant to the role	✓	
Significant experience of working with children or young people in an educational or similar setting	✓	
Experience supporting pupils with additional needs, including SEND and/or SEMH	✓	

Criteria	Essential	Desirable
Experience planning, delivering and reviewing targeted interventions	✓	
Experience working collaboratively with teaching staff to support learning and wellbeing	✓	
Strong understanding of child development, barriers to learning and inclusive practice	✓	
Good understanding of behaviour support, including trauma-informed and proactive approaches	✓	
Understanding of assessment for learning and how to monitor pupil progress	✓	
Secure understanding of safeguarding responsibilities, confidentiality and professional boundaries	✓	
Ability to build positive professional relationships with pupils, including those with complex needs	✓	
Ability to plan, deliver and evaluate small-group and one-to-one interventions	✓	
Ability to adapt learning activities and resources to meet individual pupil needs	✓	
Strong behaviour management and de-escalation skills	✓	
Strong written and verbal communication skills and the ability to work independently and collaboratively	✓	
Training in behaviour management, SEMH support or de-escalation strategies		✓
Experience contributing to EHCPs, behaviour plans or personalised learning plans		✓
Experience leading small-group learning or structured programmes		✓
Experience tracking, monitoring and evaluating pupil progress		✓
Experience liaising with parents/carers or external professionals		✓
Knowledge of specific intervention approaches, such as Zones of Regulation or nurture principles		✓
Understanding of EHCP processes and statutory requirements		✓
Ability to model effective practice and support colleagues		✓

Personal Attributes

The successful candidate will demonstrate:

- A patient, resilient and empathetic approach, with the ability to build trust with pupils.
- A strong commitment to inclusion, equality and high expectations for all learners.
- Professionalism, reliability and appropriate boundaries at all times.
- Flexibility and adaptability in response to changing situations and pupil needs.
- A reflective and solution-focused approach with a commitment to continuous improvement.
- A positive approach to teamwork, with a willingness to share knowledge and support others.
- A strong commitment to safeguarding, dignity and positive outcomes for children and young people.

What We Offer

- A rewarding role within a growing specialist education group.
- Competitive salary and term-time working.
- Comprehensive induction and ongoing support.
- Training and professional development in SEND, safeguarding and inclusive practice.
- Supportive leadership and a collaborative SEND and Inclusion Team.
- Opportunities for continued professional development and career progression.
- The opportunity to make a meaningful difference to children and young people with SEND.

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.